

**The Aid For Peace Approach to Monitoring and Evaluation the Peace 3 Programme
YESIP's Young People Building Positive Relations Programme**
(Project Ref.No. 000445)

1. Background

The YESIP 'Young People Building Positive Relations' programme builds on 8 years of previous work by the youth education partner organisations (see list at Appendix 1) through the Peace I, Peace II and Peace II Extension programmes. In compiling their application to the Peace 3 programme the YESIP partner organisations restated their mission as “promoting greater respect for diversity in Northern Ireland by seeking to address issues such as racism and sectarianism and to support the progress made towards a shared society in Northern Ireland by the political and civic institutions within the peace process”. This core aim was endorsed by the youth education partner organisations during the consultation and design stages of the application process when partner organisations submitted their needs assessment and provisional Peace 3 programmes for inclusion in the final application to SEUPB.

2. Needs Assessment

In designing a response to the Programme Priority 1.1 Building Positive Relations, the youth education organisations led by SELB and YouthNet reviewed the evidence from projects on the ground and from schools and colleges which indicated that sectarian and racist attacks on young people and by young people remain an all too common feature in present-day Northern Ireland. YESIP reviewed the local, national and international research into the causes of continuing division and racism including the work of partner organisations in tackling sectarianism in the early years, within schools, within youth organisations and at the neighbourhood level. Evidence from the N.I. Housing Executive indicates that the majority of communities remain polarised with a most residents in N.I. living in a community with a more than 90% majority of one community or the other within the two main communities. PSNI hate crime figures continue to show levels of sectarian and racist attacks which are higher than the national average and which require particular attention. That is why certain geographic areas such as North and East Belfast, Ballymena, Carrickfergus and Dungannon are included in the work plan as areas where racist and/or sectarian attacks by young people and adults on young people are still prevalent. Research from Professor Paul Connolly at Queen's University proved that very young children are capable of displaying highly sectarian and racist attitudes from as young as three years of age in pre-school playgroups which can lead progressively to sectarian behaviour in later life. Evidence from schools indicate that sectarian attacks remain a key concern for pupils and staff; with young people being attacked both going to and coming from school, visiting friends and playing sport in neighbouring communities. This needs assessment showed young people continue to need support, guidance and training on how to avoid or deal with the consequences of such damaging behaviour. The project partners have designed their projects to support young people and the adults who work with them in specific areas (North and East Belfast, South East Antrim, Lisburn, Dungannon, the North

West Region and the Border Counties) and with specific interventions (training, capacity-building, peer mentoring, communication, minority ethnic engagement) in an agreed process over the first 3 years of the Peace III programme.

3. Relevance Assessment

The methodology to be adopted by the project partners is based on the Peace 3 Programme devised by SEUPB and underpinned by the ‘Aid for Peace’ monitoring and evaluation framework designed by Price Waterhouse Coopers in June 2007 on behalf of SEUPB (see www.seupb.eu for details). It is also informed by the following key strategies, policies and programmes within the areas of peace-building and promoting good relations listed below to ensure that our plans complement Government priorities:

- “Our Children: Our Pledge” Children & Young People Strategy (OFMDFM, 2006)
- “A Youth Service for a New Millennium - A Strategy for the Delivery of Youth Work in Northern Ireland, 2005-2008”. (DE, 1999)
- “A Shared Future” - (OFMDFM, 2004)
- Racial Equality Strategy – (OFMDFM and DE Departmental Action Plan, 2005)
- Anti-Poverty Programme (OFMDFM, 2006)
- Education and Library Boards Resource Allocation Plans and Corporate Plans (2009)

Programme Aims and Objectives

The aim of the YESIP programme is to work towards a society free from sectarianism and racism within which the youth education sector can manage and sustain its own peace-building and reconciliation processes. This overarching aim addresses the need for youth education projects to become self-sufficient after the closure of this final peace-building programme. The specific issues identified by the initial needs analysis include: the ongoing attacks on children and young people because of their race, creed or colour; the capacity of schools and youth organisations to develop fully inclusive practices; and the need to include young people in design, implementation and review of their own peace-building processes. These needs have been reflected in the individual project partner work plans which set out a series of proposed activities to help meet these challenges. For example in addressing the needs of young people there is a set of training, advice and support provision including helping them to become peer mediators and mentors in their own communities to help confront and reduce racist and sectarian language and behaviour. For adults there is a programme of training, capacity-building and practice development which will help them make their youth education settings open, inclusive and welcoming of all young people regardless of their religion, political opinion, race, ethnicity or disability. The objectives of this youth education programme have been designed as shared targets for all 10 projects to help achieve as they are linked clearly to the needs they themselves

helped to frame in the research and development phase. The five key objectives are as follows:

Objective 1: Engagement and Participation

To increase the number of children and young people participating on a programme of peace-building which is inter-cultural or cross-community.

This will address the need for more youth education settings to become inclusive and welcoming and to help single identity projects reach out to other communities who are different to them.

Objective 2: Attitudinal change

To reduce sectarian and racist attitudes among children, young people and adults within the supported communities participating on the programme.

This will help counteract and challenge the prevalent and negative attitudes of adults and young people to other communities such as Travellers who are not welcomed as friends, neighbours, youth club members or work colleagues.

Objective : Capacity-building

To increase the number of young people and adults trained to challenge sectarian and racist attitudes and actions at their local level to support peace-building and conflict resolution.

There is a clear need for staff, volunteers and peer facilitators to be trained to challenge racist and sectarian language and behaviour as this is not part of their current training.

Objective 4: Dissemination of effective practice

To deliver cross community events which inform and educate young people and the adults who work with them on effective anti-sectarian and anti-racist practices.

The partnership working experience within YESIP clearly indicates that projects remain unaware of the lessons being learnt in other areas and the availability of locally produced training and youth education resource materials. The need to network with other projects working on similar issues remains a difficult challenge which can be overcome.

Objective 5: Cross Border Co-operation

To develop more effective working relationships including support for cross border partnerships that will improve trust and tolerance and reduce levels of sectarianism and racism within and between local communities.

The need for more frequent and higher quality cross-border co-operation has been emphasised in the SEUPB evaluations of the Peace 2 programme and reported to YESIP by projects on both sides of the border. The availability of high quality youth work interventions to project partners North and South will be improved by the work of YESIP.

4. Risk Assessment

The Risk Assessment completed by YESIP as part of the application process highlighted a number of risks and uncertainties associated with the move towards a more peaceful and inclusive society. For example under certain circumstances the challenging nature of the work may result in temporary increases in racist or sectarian language or behaviour which might lead to young people or their relatives walking out on activities they do not support. The potential increase in sectarian or racist conflict within society as a whole will also have negative effects on the staff and volunteers in those areas where change is being brought about. At the programme level there is a risk that despite significant investment over the next 3 years not all indicators will show positive achievements; some activities may not lead to reductions in racism and sectarianism or the degree of change might be lower than anticipated. The YESIP Management Committee through the YESIP staff in SELB and YouthNet will have to design alternative interventions which will help to mitigate the negative impact on any one particular project. These mitigations could include, among other strategies:

- the delivery of training sessions, workshops or conferences at the higher regional level which will help our projects achieve their outputs without damaging local or neighbourhood relations;
- a joint visit with local youth workers to discuss revising the work-plan to get the project back on track;
- a joint YESIP/local project publicity and recruitment drive to attract higher numbers of participants;
- top up training for staff and volunteers to help them deliver the project as effectively as possible;
- mentoring support which might include ‘work-shadowing’ over a short period of time to help provide advice and guidance on getting the project back on track; and as a last resort:
- reducing funding and lowering targets in the short-term and even closing parts of the project down long term if progress is not being achieved.

5. The ‘Aid For Peace’ - Peace and conflict effects assessment

Following on from the earlier needs analysis and based on the vision, aims and objectives of the YESIP programme this final section details how we aim to manage change within the youth education sector and how we intend to use the ‘Aid for Peace’ approach to help us achieve these goals. The programme is divided into 3 inter-connected levels which are progressive and cumulative. The three levels of the programme begin at Level 1 with ‘grass roots’ activity and participation in either single identity, cross-community or inter-cultural youth education work which introduces young people (up to 25 years of age) and the adults who work with them to the concepts of cohesion, sharing and integration. There are “*Output Indicators*” for this primary level of engagement which helps the projects to set targets around the number of young people from various communities and target groups taking part in the Peace 3 programme and the number of staff and volunteers receiving advice, guidance, training and support. Many of those attending one-off training

sessions or advice clinics may not need to return for longer term development activities and the numbers moving on to Level 2 will be lower than at the first level of engagement.

At Level 2 the measurement of change focuses on positive attitudinal change resulting from engagement in peace-building activities. These will be “**Result Indicators**” which examine the degree of change in sectarian or racist attitudes and beliefs within participants who have undergone a series of training sessions, workshops, exchange opportunities and inter-community cooperative activities. The degree of change or ‘distance travelled’ from their baseline position in 2009 will be measured both for young people as the primary participants but also for the adult volunteers and workers who have participated in the Level 2 activities. At Level 3 the end result will be both the improved capacity of young people and those who work with them to tackle racism and sectarianism; and the development of more open and inclusive practices across the formal and non-formal youth education sectors. These will be “**Impact Indicators**” which record the change at a societal level where young people will be able to take part in a range of youth education activities in their local community without fear of intimidation, personal attacks based on race, creed or colour or discrimination because of their religious or ethnic identity. The change process will result in fundamental changes to the way in which the participating organisations and settings provide open and inclusive youth education opportunities to all sections of the community including schools, youth centres and training facilities.

To support the gathering of monitoring indicators, project managers will also participate in self evaluation at the project level and programme evaluation at the YESIP regional level to help produce a common report which will collect, collate and report on aggregated results across the 10 projects. Over the first 3 years of the programme, three evaluation reports will be undertaken at the ex-ante (December 2009 to provide base-line information) mid-term and ex-post stages. The self-evaluation reports will analyse their progress against the Peace 3 programme and Priority 1.1 objectives including:

- an analysis of whether the peace-building needs of the youth education sector have changed in light of developments in the external environment (i.e. reviewing and revisiting Stages 1 and 2);
- an updated risk assessment analysis (reviewing and revisiting Stage 3); and
- an assessment of progress towards the overall aims and objectives as set out in the multi-annual action plans. This will include an analysis of outputs such as activities supported, participants involved (cross-community/marginalised groups) and linkages/networks established as well as an assessment of results/impacts indicating both individual change for the participants and organisational change for the beneficiaries within the YESIP members involved in Peace III.

An external evaluation team will begin work in December 2009 to help YESIP analyse the current state of youth education practice as a baseline position. This will also help the project partners set realistic targets for their individual programmes of work within an agreed monitoring system for identifying and recording evidence of achievement as set out in the Monitoring and Evaluation Framework enclosed as Appendix 2.

Appendix 1: List of YESIP Project Partner Organisations:

Youthnet [advisor & delivery partner]
Youth Link NI [advisor & delivery partner]
YMCA Ireland [advisor & delivery partner]
YouthAction [advisor & delivery partner]
PlayBoard [advisor & delivery partner]
Council for Catholic Maintained Schools [strategic advisor]
N.I. Council for Integrated Education [strategic advisor]
Governing Bodies Association [strategic advisor]
Comhairle na Gaelscolaíochta [strategic advisor]
N.I. Youth Forum [strategic advisor]
Department of Education [strategic advisor]
Belfast Education and Library Board [advisor & delivery partner]
North Eastern Education and Library Board [advisor & delivery partner]
South Eastern Education and Library Board [advisor & delivery partner]
Southern Education and Library Board [advisor & delivery partner]
Western Education and Library Board [advisor & delivery partner]
Youth Council for Northern Ireland [advisor & delivery partner]

Appendix 2 – Monitoring and Evaluation Framework

Level 1: Output Indicators			
<ul style="list-style-type: none"> the programme will increase the quantity and quality of cross-community and/or cross-cultural contact the programme will improve trust and tolerance at a local level among the participants and the adults who work with them 			
Indicator Definition (Value)	Quantified Target	Measurement Unit	Measurement Method
Activities such as cross-community and inter-cultural meetings, study visits and exchanges that are more than just one-off events.	<ul style="list-style-type: none"> 10 projects per year with an average of 320 participants over 3 years At least 2 projects should have a cross-cultural anti-racist element 	<ul style="list-style-type: none"> Number of young people attending interaction activities from each target group Numbers of young people by community identity and Section 75 groupings 	<ul style="list-style-type: none"> Attendance sheets recording number of contacts, duration and quality of participation levels Baseline survey of participants' previous contact and participation levels with other communities
Range of Equity, Diversity & Inter-Dependence (EDI) Training Courses aimed at beginners, young adults working with younger children and adults who want to have peace-building training leading to a recognised qualification.	<ul style="list-style-type: none"> At least 10 courses per year across a wide range of venues including border locations and city centre interface areas 240 participants over 3 years 4 workshops for EDI trainers and youth workers from both sides of the border to explore issues arising from Peace 3 and the EDI training provisions. 	<ul style="list-style-type: none"> Number of training courses Number of staff and volunteers receiving training, advice or guidance. Number of volunteers or staff obtaining a new community relations qualification or accreditation towards a qualification Range of new training materials developed 	<ul style="list-style-type: none"> Attendance sheets recording number of number of young people and adults attending from target areas and levels of previous training Baseline survey of trainees' participation in peace-building at a local level

Level 2: Result Indicators

- Improved attitudes towards others who are of different religion, race or ethnicity
- Improved capacity of young people to address racist or sectarian language and behaviour in their youth education setting

Indicator Definition (Value)	Quantified Target	Measurement Unit	Measurement Method
<p>Activities such as cross-community and inter-cultural meetings, study visits and exchanges that are more than just one-off events.</p>	<ul style="list-style-type: none"> • 240 participants over 3 years to participate in a range of capacity-building activities going beyond single identity or mono-cultural settings • 4 cross-border events per year for a range of participants including both young people as leaders and facilitators as well as the adults and volunteers who work with them 	<ul style="list-style-type: none"> • Positive attitudinal change indicated by a willingness to work together and stay together • Reductions in incidents of racist or sectarian abuse or physical assaults within the target community 	<ul style="list-style-type: none"> • Baseline survey of participants' current attitudes to those who are different to them • Focus group sessions recording examples of young people cooperating on joint projects as a result of their capacity-building activities • Survey returns post-participation to ascertain the extent to which incidences of racist or sectarian abuse have decreased among the sample survey group
<p>Training and development activities focusing on increasing the capacity of young people to identify and challenge racist or sectarian attitudes or behaviours among their peer group</p>	<ul style="list-style-type: none"> • 4 projects per year to focus on the capacity-building of young people as peer mentors, mediators or young leaders modelling anti-racist and/or anti-sectarian practice in their communities • At least 2 projects to focus on racism and BME participation by young people from minority ethnic communities 	<ul style="list-style-type: none"> • Improved capacity of young people to promote tolerance, respect and mutual understanding among their peers • Number of young people trained as peer mentors, hate crime prevention facilitators, peer mediators or young leaders from a BME background 	<ul style="list-style-type: none"> • Baseline survey of current abilities and confidence among young people to tackle racism or sectarianism in their everyday lives • Focus group sessions identifying the personal actions to be undertaken by participants as they increase their capacity and confidence to tackle race hate and sectarian behaviour.

Level 3: Impact Indicators

- Improved capacity of the youth education sector to sustain its own peace and reconciliation work
- Peace-building skills and good relations values will be embedded into youth education settings in N.Ireland and the border areas

Indicator Definition	Quantified Target	Measurement Unit	Measurement Method
Identifying the key lessons and outcomes emerging from the implementation of innovative public sector delivery models focused on delivering a shared society and examining the potential for broader transferability across the public sector	<ul style="list-style-type: none"> • Four dissemination events per year on both sides of the border with an average of 40 practitioners and young people attending each event • Publication of 2 practice guides and a “lessons learnt” report for training and dissemination purposes – free to Peace 3 projects and youth education workers/volunteers 	<ul style="list-style-type: none"> • Positive improvements in the capacity of youth education professionals and policy makers to sustain long term peace-building practice within their everyday youth setting • Positive improvements in the range, quality and accessibility of locally produced peace-building education resources 	<ul style="list-style-type: none"> • Review of current CR/GR or 'Ireland' specific resources relating to peace-building for the youth education sector • Participation at training and development events across the target groups on both sides of the border • Quantity and quality of training and development materials produced and disseminated
Assisting youth education settings to move beyond policies and to change their ethos, practices and personnel from non-sectarian to anti-sectarian, anti-racist, open and inclusive to all young people regardless of background or identity.	<ul style="list-style-type: none"> • 10 projects to receive training, advice, guidance and 2 years' mentoring • 100 participants including volunteers, workers, young people, educationalists and committee members to attend practice development events on both sides of the border over a 3 year period 	<ul style="list-style-type: none"> • Improvements in the capacity of youth education settings to sustain open and inclusive youth education provision into the future • Improvements in the cross-community and/or inter-cultural membership of youth education projects or centres. 	<ul style="list-style-type: none"> • Baseline survey of current group of young people accessing the out of school hours or youth provision – how representative are they of the local and wider communities? • Focus groups recording the change in policies, procedures and practices of youth education settings including completion of volunteer training, committee training and staff development programmes. • Post-project evaluation of effective practice among target groups.